

SPECIAL EDUCATION INSTRUCTION MANUAL FOR CHILD COUNT AND PRESCHOOL OUTCOME REPORTING

October 5, 2009



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Child Count Data Collection

This is a collection of data on students with disabilities who have an active IEP and are receiving services on the count date.

Count Date – October 5, 2009

Due Date – November 16, 2009

**This data collection is a requirement of the U.S. Department of Education,
Office of Special Education Programs.**

REMINDERS FOR THIS YEAR

Change in Child Count Date: Please note that the child count date for this year has moved from December to October. This is in an effort to align child count with the fall enrollment collection. Moving the count date will also allow us to leave the application open six (6) additional weeks for data entry. We do anticipate that some districts may see a decrease in their child count numbers for this first year. Districts will not be penalized for decreased numbers, as these are no longer tied to special education funding.

The official count date will be October 5, 2009. This means that any child who has an IEP in place and is receiving services in your district on that date needs to be counted on child count. The application will open for data entry beginning on September 28, 2009, and will close on November 16, 2009. If you have questions, please contact Anne Rainey at (406) 444-4430 or arainey@mt.gov.

Timely/Accurate Submission of Data: The timeliness and reliability of your data submission will play a key role in your LEA determinations. All data submitted will be used in federal and state legislative reporting, as well as in the determination of fiscal budgetary requirements, so *accuracy and timeliness are critical*.

Unique State ID: This 9-digit number is a required field. A unique State ID has been assigned to each student in the state through the OPI's Achievement in Montana system (AIM). The preprinted list of students that is provided in the Child Count data collection application (worksheet report and data entry screen) has gone through a matching process that matched data elements (district, initials, birth date, and gender) to the student records in the AIM system and preprinted the assigned State ID for those records that met the match. This field cannot be left blank. Preschool students and private school students must also be assigned a State ID.

Preschool Outcomes Data: The Preschool Outcomes reporting area of the application has been updated to reflect recent changes made to the State Performance Plan reporting requirements. See page 27 for more detailed instructions.

TIMELINES

September 24, 2009	The Web-based application opens for access to preprinted Child Count Reports (worksheets)
October 5, 2009	Count Date - the day the count is taken - data entry may begin
November 16, 2009	The Web-based application closes - all data must be entered and submitted by the end of the day

Who to Contact With Questions

The following is a list of OPI resources available to answer questions about this application:

For general questions or questions on the data to be reported, contact Anne Rainey at 406-444-4430 (arainey@mt.gov).

For questions on accessing the Web-based application, contact the following:

- User Name and/or Password - contact OPI Security Officer at 406-444-3448
- Installing the Citrix software - contact OPI Help Desk at 406-444-0087
- Printing problems - contact Ron Nelson at 406-444-0500 or Layne Cope at 406-444-3541

Problems with the Web application - contact Anne Rainey at 406-444-4430 (arainey@mt.gov).

General Reporting Instructions

Criteria for Reporting a Student

To be counted on the **IDEA Part B Child Count**, the district or agency must assure that on October 5, 2009, each student reported:

- **is enrolled** at the reporting entity (public school, state-funded school, or residential treatment facility);
- **is between the ages of 3 and 22;**
- **is identified as a student with disabilities** according to the criteria established in Administrative Rules of Montana (ARM), 10.16.3010 through 10.16.3022. (Evaluation Report (formerly Child Study) team documentation must support the identification of the student as a student with disabilities.); **and**
- **has a completed Individualized Education Program (IEP)** and is receiving the special education and/or related services identified on the IEP on October 5, when the count is taken;

OR

- **is a student enrolled in a private school** and has met the criteria for identification as a student with disabilities according to criteria established in ARM 10.16.3010 through 10.16.3022 and is receiving special education and/or related services from a public school in the district through a **Services Plan*** when the count is taken (see ARM 10.16.3122(3) and 34 Code of Federal Regulations [CFR] 300.452).

*When a school or district checks the "Services Plan" box on the data entry screen for a student, that student is not considered "enrolled" in the school.

Reference: 34 CFR 300.751-300.754

Who Should Report Child Count Data

Every school in every public school district must report Child Count data.

State-funded schools must report Child Count data (Montana School for the Deaf and Blind; Department of Corrections - Pine Hills and Riverside).

Residential treatment facilities that contract with the OPI to provide services to their Montana residents with disabilities must report Child Count data on those Montana residents.

NOTE: If a reporting entity (school or residential treatment facility) has no students to report, that information must still be provided by checking the "No Students" box at the bottom of the data-entry screen.

Where Should a Student be Reported

Students shall be reported for Child Count purposes under the public school in which they are enrolled and, in most cases, attending (a student in private or home school is reported under the public school that is providing the special education and/or related services to the student).

"School" means school or school building where the student is enrolled and, in most cases, attending.

Private Day Treatment: If a student is placed according to the student's IEP in a private day-treatment program, then the student shall be reported under the school the student would be attending if the student were attending a school in the district.

Preschool: If a student with an IEP is in a preschool program that is not located in a school building in the district, the district must report each student under the school the student will attend when he/she begins attending school.

Residential Treatment Facilities/State-Funded Schools: A Montana resident who is a student in a residential treatment facility or state-funded school shall be reported by the residential treatment facility or state-funded school. **These students will not be reported by the district of residence.**

Alternative School or Program: Students who attend an alternative school or program in the district shall be reported under the school in the district in which they will be reported for MAEFAIRS enrollment count (the OPI October enrollment count).

Reporting Procedures

School Districts that ARE NOT Members of a Special Education Cooperative

Each school district that is not a member of a special education cooperative will be responsible for submitting completed Child Count data for all schools within the district.

A school district may enter and submit data to the OPI for all schools in the district or may assign each school within the district to enter and submit its own data to the district. Either way, the district must complete the submittal process (submitting to the OPI) after all data have been entered for all schools in the district. **The OPI will consider the data to be complete only after submission at the district level.**

School Districts that ARE Members of a Special Education Cooperative

The special education cooperative is responsible for ensuring all member school districts have submitted completed Child Count data.

The cooperative may enter and submit data for all member school districts, or member districts may submit their own data to the cooperative. If flags are not set, the cooperative has read rights, but cannot enter or edit the data for a member district until that district has submitted its data to the cooperative. In any event, the cooperative must complete the submission process by submitting all data for its member districts to the OPI. **The OPI will only consider the data to be complete after submission at the cooperative level.**

For a cooperative to enter data for its member districts, flags must be set in the application by the OPI. To change the flag structure or for questions, call Anne Rainey at 406-444-4430.

The Deadline for electronic submission is November 16, 2009.

For additional assistance in filing Child Count electronically, contact Anne Rainey at 406-444-4430 (arainey@mt.gov).

NOTE: Although there are validation checks built into the electronic application, run the "Validate Child Count Data Report" to ensure no errors exist. When you submit your data electronically (click the "SUBMIT" button), you will be certifying that the data you are submitting are accurate and unduplicated. **Prior to submittal, please print out your report(s) and review the data you have reported for accuracy.**

With electronic submittal, it is not necessary to follow-up with a hard copy to the OPI.

See instructions on pages 12-13 for accessing and printing out preprinted Child Count worksheets and the final Child Count reports.

Electronic Reporting of Child Count Data

Introduction to the Special Education Data Collection Software

If you are a first-time user of the special education data collection software, please read through these instructions carefully. Skip to page 10 if you are familiar with log in procedures. If you are familiar with the application and wish to review just one section, refer to the table of contents for page numbers.

It is necessary to have a User Name and Password to access the application. User Names and Passwords were mailed to superintendents and special education cooperative directors last summer (June 2009). The same User Name and Password are used to access a number of electronic applications through the OPI information reporting system, including the Special Education Data Collection, Annual Data Collection, MAEFAIRS, and School Discipline Data Collection. The User Names are the district/cooperative legal entity number or the school code for a school - these never change. However, the passwords (combination of random numbers and case-sensitive letters) are reassigned each year and the last two letters of the password change every two months throughout the year to reflect the first letters of the two months the password is active in. The password you will be using for this application will end with either "SO" for September/October, or "ND" for November/December, if doing your data entry in November. If you have problems logging in, call the OPI Security Officer at 406-444-3448.

Hardware and Software Requirements

Basically, any Windows 98 computer capable of running a Web browser equal to Internet Explorer 6.0 with 128 bit encryption or any Windows NT, 2000 or XP, computer running Internet Explorer 6.0 with 128 bit encryption may be used.

IBM

Microprocessor	80486 or higher as required for a Web browser
Memory	8mb of Ram as required for a Web browser
Video	VGA or SVGA as required for Web browser (1)
Hard disk	At least 2.5 mb free disk space available
Mouse	As required for Web browser
Citrix client	6.2x - Required Installation – Replaces all previous versions

Macintosh

Power PC or better	
Memory	8mb of Ram as required for a Web browser
Operating System	9.2 or greater
Video	Not applicable
Hard disk	At least 2.5 mb free disk space available
Mouse	As required for Web browser
Citrix client	6.2x – Required Installation – Replaces all previous versions

NOTE: A screen resolution of 800 x 600 will provide you with the most efficient video resolution. A resolution of 640 x 480 will not provide you with a good working environment.

To check your screen resolution:

- Right-click on your desktop.
- Go to **Properties** and select **Settings**.
- Move the slider bar under “**Screen Area**” until a resolution of 800 x 600 is displayed.
- Click “**OK**.”

You will be prompted to accept the new settings in the “**Display Settings**” dialog box. The monitor will blank out and then display the new settings under the “**Monitor Settings**” dialog box. If you do not click on the “**OK**” button at this point your settings will be returned to the previous setting after 15 seconds. If the video settings appear normal, click “**OK**” and your monitor resolution will be reset.

Accessing the IRIS Web Page

NOTE: The format of these screens may occasionally change. This means that the screens pictured in this manual may be slightly different than what you see on your computer.

If you have problems following the instructions because of different screens, call the OPI Help Desk at 406-444-0087.

To access the Special Education Data Collection application via the Internet, log onto the Office of Public Instruction's (OPI) Web page at <http://www.opi.mt.gov>.

If you experience difficulty getting to the OPI home page, please try to reach another site like www.yahoo.com or www.google.com. If you cannot reach either of these sites, your problem is likely with your local Internet provider. Please give them a call. If you find that you can reach other sites on the Internet, but cannot reach the OPI site, please call the OPI Help Desk at 406-444-0087.

At the OPI home page, click on the tab located at the top of the screen titled **IRIS**. This link will take you to the Internet Reporting and Information Service (IRIS).



The next screen you see is the Citrix welcome screen. There have been no new Citrix Client updates since the Exiting Data Collection in May/June 2009, although they have made changes to the log in screen. If you reported Exiting data in June on your current computer, you can skip the next section - go to page 10.

Installing the Citrix Client

If you have never used a Citrix application through our IRIS site, you must install the Citrix Client before logging in.

Scroll down the screen until you see "Software Downloads", and follow the appropriate link.

Software Downloads

Get Windows

XenApp Plug-in for Windows - Version 11.000 All Languages 9/3/08 11.0MB .msi

This plugin supports Windows 2000, XP, Vista, 2003, & 2008

Use the "XenApp Plug-in for Windows" to access your hosted applications from your desktop or a web interface.



Get Macintosh

XenApp Plug-in for Mac - Version 11.0 English 8/12/09 9.7 MB .dmg

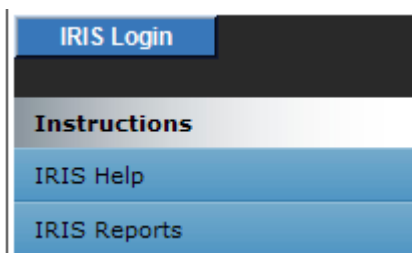
Use the "Citrix Online Plug-in for Mac" to access your hosted applications from your desktop or a web interface. You will find new in this release, Citrix Dazzle - an easy way to choose exactly which applications you need, when you need it - apps, your desktop, or any IT delivered service. Simply browse or search for the app or IT service you need. Users decide the folders that appear in their Applications folder. Simply click to create, then drag and drop any app or IT service.

If you have problems installing the Citrix Client, call the OPI Help Desk at 406-444-0087.

After installing the Citrix Client, you will need to refresh the Web browser by exiting out of Internet Explorer and browsing back in again.

NOTE: The **Instructions** page is now the first page that comes up when clicking on IRIS. Simply scroll down the page to find the list of resources available for the Special Education Child Count Data Collection application.

Logging In



On the left side of the screen, click on "IRIS Login."

Citrix Log In Screen

Welcome to the Citrix Access Gateway

Please login to continue.



Username:

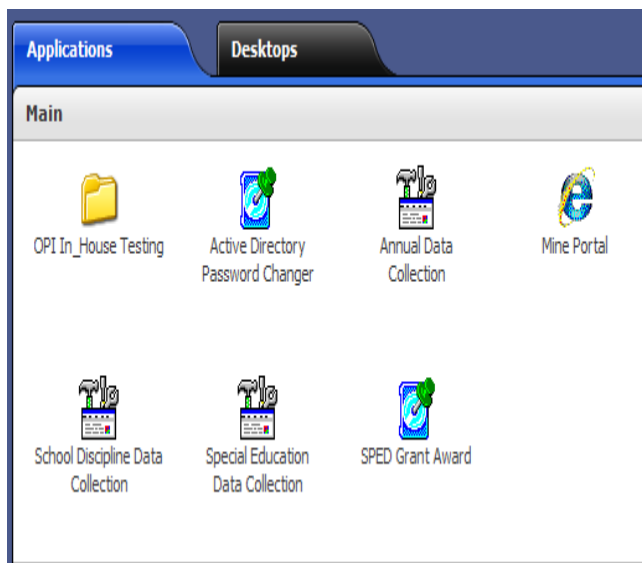
Password:

Login

Log in using the **User Name** and **Password** mailed by the OPI to authorized representatives in June 2009. Leave the **Domain** at the default value.

Passwords are changed periodically, so be sure you are using the current password (the password for use in September and October will end with the letters "SO" and for November and December will end with the letters "ND"). If you encounter problems logging in, check with your superintendent or director to be sure you have the correct password (passwords are case-sensitive and must be typed exactly). If you still

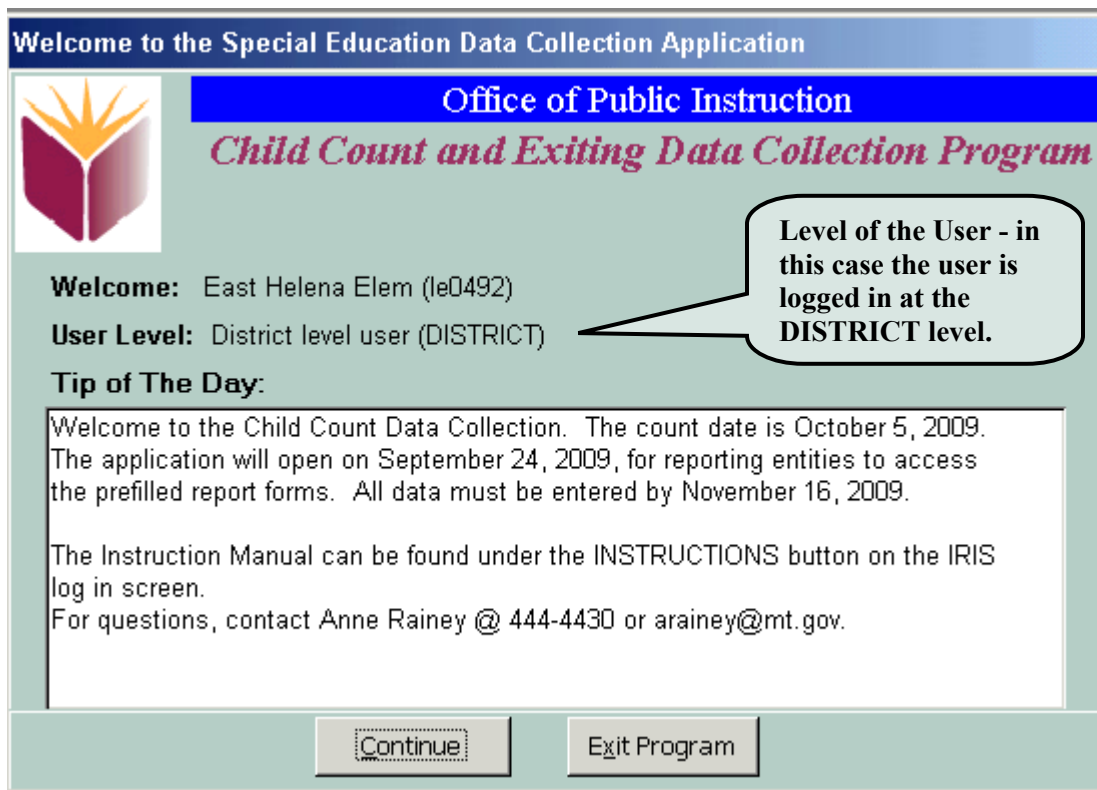
have problems, call the OPI Help Desk at 406-444-0087.



This screen displays all OPI applications that you have access to based on your User Name and Password. Click the **Special Education Data Collection** link.

NOTE: A common problem that occurs when trying to open an application results in the error message "Error: ICA file not found." If you experience this message you may have too many temporary Internet files (cookies) stored on your computer. To delete those files, go to your Internet Explorer and from the menu across the top select **Tools, Internet Options**. Select the **General** tab and in the **Temporary Internet Files** option, click **Delete Files**. Call the OPI Help Desk at 406-444-0087 if you have problems.

Getting Started



Welcome to the Special Education Data Collection Application

Office of Public Instruction

Child Count and Exiting Data Collection Program

Welcome: East Helena Elem (le0492)

User Level: District level user (DISTRICT)

Tip of The Day:

Welcome to the Child Count Data Collection. The count date is October 5, 2009. The application will open on September 24, 2009, for reporting entities to access the prefilled report forms. All data must be entered by November 16, 2009.

The Instruction Manual can be found under the INSTRUCTIONS button on the IRIS log in screen.

For questions, contact Anne Rainey @ 444-4430 or arainey@mt.gov.

Level of the User - in this case the user is logged in at the DISTRICT level.

Continue Exit Program

When you see this screen, you are in the Special Education Data Collection application.

Based on your User Name and Password, the program will limit your access to just those areas of concern to you and the data you need to enter. Your user level is described on this screen. As a DISTRICT, you will have access to and be able to enter data for all schools in your district. As a SCHOOL, you will have access to and

be able to enter data for your school only. As a SECOOP (cooperative), you will have access to data for all member districts and their schools. A cooperative's ability to enter data for member districts depends on flags that are set in the application. For more information on cooperative accessibility see page 5.

Be sure to read the **Tip of The Day** for helpful hints or changes to the application. Click **Continue**.

Main Menu

The following screen provides options for selecting schools/districts based on the level of the user:

If the user is logged in as a School, the options for selecting a school or district are not available.

If the user is logged in as a School District (as in the example on the next page), the user has the option of picking any school within the district to work with.

If the user is logged in as a Cooperative, the user has the option of picking any member district and then any school within that district to work with.

Main Menu Screen

Choose your task from the buttons on the left side of the screen. The task selected will be indented and options available under that task will show in the white screen.

The **Data Entry** button is selected by default and is the option you will use for entering and submitting data.

The **Reports** button will list several reports available to the user (see page 12 for additional information on Reports).

The **Views** button is for future use.

To go to the data entry screen, make sure the **Data Entry** button is selected, and then double click on **Special Education Student Child Count Data Entry Form**.

The **Administration** button provides different options for importing or entering data. See additional instructions on page 14.

The **Help** button provides access to several resources.

The **OPI Knowledge Database** is a collection of frequently asked questions and answers on numerous topics and is searchable. Select **Program - IRIS** and **Sub - Child Count**, then click **Search**).

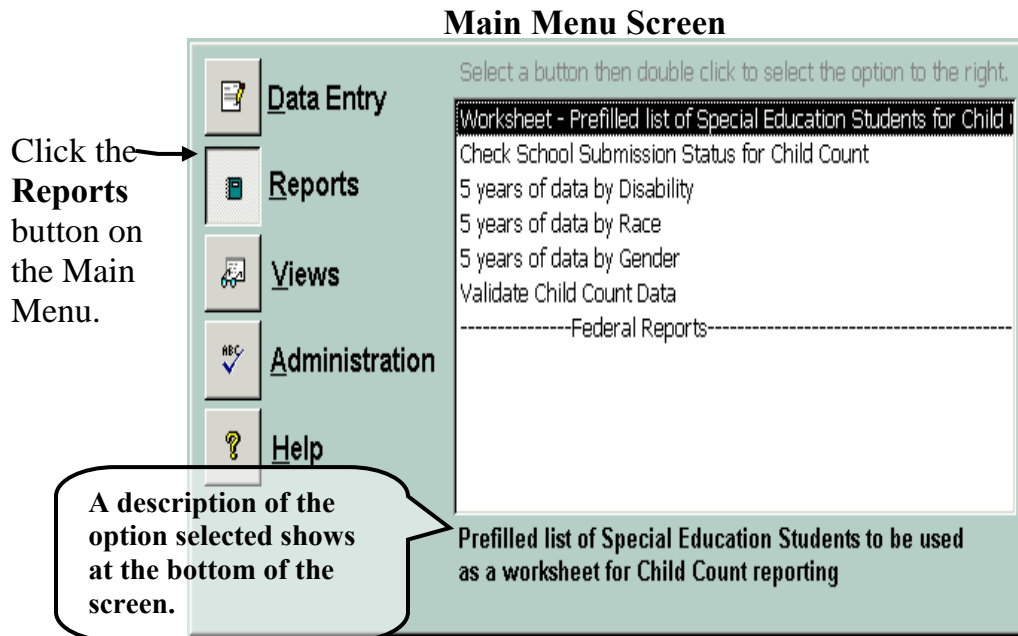
Click on the link titled **Instruction Manuals and Specifications** to access a list of resources for Citrix applications (including Child Count Data Collection resources - also accessible from the log in screen).

You are encouraged to use these resources. If you are unable to find an answer to your question, call Anne Rainey at 406-444-4430.

Accessing Reports

Reports under the **Reports** button:

- ☐ If the user is logged in as a school district, reports will include data for all schools within the district.
- ☐ If the user is logged in as a school, reports will show data for that school only.
- ☐ If the user is logged in as a cooperative, reports will include data for all schools within all member districts.



Available Reports under the Reports button:

Worksheets - preprinted Child Count report that lists all students from the December 1, 2008, Child Count minus any students reported as exiting in the June Exiting report.

Check School Submission Status for Child Count - shows

the submission status of all schools in a district or member districts in a coop (useful only at the district and coop levels, and then only if schools or member districts are submitting their own data to the district or coop).

5 years of data by Disability/Race/Gender - these reports show 5 years of Child Count data by disability, by race, and by gender. The reports provide data based on the user level. At the school level, the report will show data for that school; at the district level, the report will show data for all schools in the district; at the cooperative level, the report will show data for all member districts.

Validate Child Count Data - this report lists any validation errors that will inhibit submitting the data. (This report also shows during the submission process if there are errors.)

A report of completed Child Count data for October 5, 2009, shall be accessed from the Data Entry Screen. Click the Report icon in the lower right-hand corner of the screen. This report can be accessed at any time during the data-entry process.



Print a Report

It is recommended that to print a report, the report first be saved to your C: drive by selecting the **Save As Pdf** option in the upper-left corner of the report screen. This option will save the report on your C: drive from where you can then print it. In addition, this makes the report available without having to access the application. The application automatically creates a folder on your C: drive called "OPI Reports" where all reports from all IRIS applications are saved. After saving the document, navigate to the OPI Reports folder on your C: drive, open the report and print it out. You can also print a report using the **Print** button in the upper-left corner of the screen, but be aware that occasionally, because the application does not recognize all printers, this option may not work.

Report Screen

SPEDChildCount - [rptChildCountReportOnForm : Report]

Print... Close 100% PDF Save As Pdf Type a question for help

Denise Juneau, Superintendent
Office of Public Instruction
P O Box 202501
Helena MT 59620-2501
<http://www.opi.mt.gov/>

DUE DATE: October 31 , 2009

SE COOP: Prickly Pear Coop - 9697
DISTRICT: East Helena Elem - 0492
SCHOOL: Radley Elementary School - 1465

SPECIAL EDUCATION DATA CO **N**
October 05, 2009 Chil

To close the report, click the Close button in the upper-left corner or click the smallers x in the upper-right corner (the larger X will exit the application).

Student Information

UNIQUE STATE ID	INITIALS (F M L)	BIRTHDATE (m/dd/yyyy)	GENDER (MF)	DUPLICATE OVERRIDE	ETH	IG	SERVICE PLAN	LIST OF DISABILITIES CODES		
123456789	AAA	1/2/2000	F	<input type="checkbox"/>				SL,LD		
121212123	AAB	9/4/1999	M	<input type="checkbox"/>	05	5	<input type="checkbox"/>	01	<input type="checkbox"/>	LD
212121321	AAC	3/28/1999	F	<input type="checkbox"/>	05	5	<input type="checkbox"/>	01	<input type="checkbox"/>	SL
989898985	AAD	9/30/2001	M	<input type="checkbox"/>	05	3	<input type="checkbox"/>	01	<input type="checkbox"/>	OH
787878587	AAE	6/17/1999	M	<input type="checkbox"/>	05	5	<input type="checkbox"/>	01	<input type="checkbox"/>	OH

Page: 1

Use the scroll bars to scroll through the page - up/down, left/right.

If the report is longer than one page, use the forward and backward arrows to move from page to page.

To maximize or minimize the report on the screen for viewing, single click anywhere on the screen with your mouse.

Options for Reporting Child Count Data Electronically

School districts and cooperatives have three options for entering Child Count data:

Edit the Preprinted List of Student Records - With this option, the user goes directly to the data entry screen and edits the preprinted list of students (students reported on the prior year's Child Count [December 2008] minus any students that were reported in the June 2009 student Exiting report). The list is edited by deleting students who are no longer in special education, adding students not on the list and editing the preprinted records to create an accurate and complete report of students in the school who have an IEP (or services plan for private school students) and are receiving services on October 5, 2009.

NOTE: Each student record from the preprinted list of students that is not deleted must have the grade field filled in and the setting of service field filled in (see pages 20 - 21 for further instructions about these two fields).

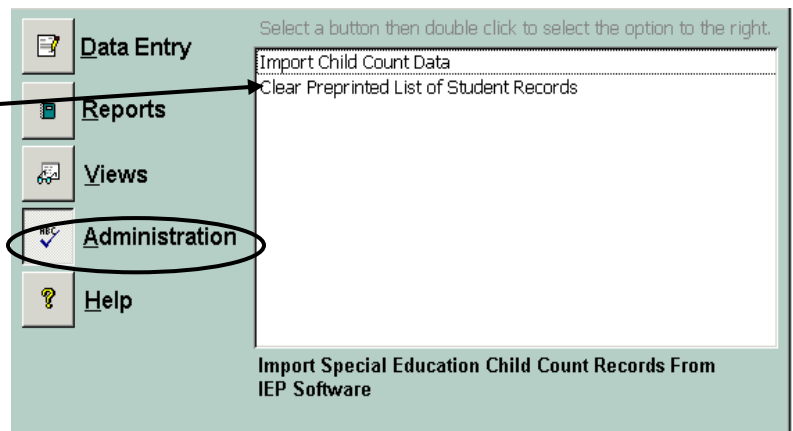
Clear Existing Preprinted List of Student Records and Enter All Data from Scratch - This option will clear the preprinted list of student records from the data entry screen leaving a blank screen. The user will then enter from scratch all Child Count data.

NOTE: If you are logged in as a district or a cooperative, this option will clear all data from all schools in the district or all schools in all member districts of a cooperative.

The option is found on the Main Menu under the **Administration** button. Select the **Clear Preprinted List of Student Records**.

Import Data - This option allows a pre-existing file in the district, cooperative, or school to be imported into the application. All preprinted student records on the data entry screen will be cleared during the process. The OPI import specifications must be exactly followed for the file to be

imported. (The file specifications document may be found at <http://www.opi.mt.gov/Citrix/>.) The process will not allow a file to be imported that does not follow the OPI specifications exactly or that has invalid data. The process runs a validation check on the data to be imported and provides a validation report on any data not complying with validation checks. After a successful import, the student records will show in the data entry screen and a final report should be printed (see page 13 for printing instructions).



NOTE: Preschool outcomes data is not part of the import specifications. If the data being imported includes children ages 3-5, then the preschool outcomes data for those who are newly identified (since the December 1, 2008, child count) students must be entered in the data-entry screen after the import has been successfully completed.

NOTE: Imported data must be submitted using the submittal process in the application after the data have been successfully imported. Imported data should be reviewed to ensure accuracy prior to submittal. **Remember that by submitting the data you are certifying the accuracy of the data.**

To import a file, go to the Main Menu and click the **Administration** button. Select the **Import Child Count Data** option, and follow the instructions. If you have questions or problems, call Anne Rainey at 406-444-4430 (arainey@mt.gov).

The Data Entry Screen

This screen provides options for selecting schools/districts based on the level of the user.

If logged in as a School, the option for selecting a school or district is not available.

If logged in as a District (as in the example at right), any school within the district may be accessed.

If logged in as a Cooperative, any school within a member district may be accessed (see limitations of Coops on page 5).

Coop:	9705	Tri County Coop
District:	0705	Broadus Elem
School:	0930	Broadus School
Unique State ID	Initials	Broadus 7-8
		Broadus School

If the option to **Edit Preprinted Data** is chosen, the screen will show a preprinted list of students compiled from the prior year's Child Count

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Race	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes
	AAA	3/3/1997	M	<input type="checkbox"/>	05		<input type="checkbox"/>		<input type="checkbox"/>	LD

(December 2008), minus any students reported in the June 2009 Student Exiting report. The Grade, and Setting of Service fields must be entered for any preprinted student record that is not deleted. If a student's Unique State ID does not appear on the preprinted student record, that must be entered as well.

If the option to **Clear All Preprinted Data and Enter All Data From Scratch** is

chosen, the screen will show no student records until a record is entered.

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Race	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes
Add new students here										

Add a new student record here. Do not add the student record to the blank row below the column headings. When the record is saved, the record will be moved to that row.

If the option to **Import Data** is chosen and data are successfully imported, the screen will show student data from the import.

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Race	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes
999999999	AAA	3/3/1997	M		05	3		01		LD
999999998	BBB	2/2/1998	M		05	1		01		SL

Remember:

Preschool Performance Levels are not imported and must be entered for all 3-5 year old students identified after the December 1, 2008, report after the import is completed.

General Information - Move around the data entry screen by using the Mouse or pressing the **Enter** or **Tab** key. Use the scroll bar on the right to move up and down the screen.

NOTE: If the data entry screen comes up looking like this (no students listed and no blank first line), the screen needs to be stretched. To do this, hover your cursor over the lower border of the screen until you see a two-sided arrow. Click and drag your mouse down to increase the size of the screen. To reposition the entire screen, place your cursor in the blue bar at the top of the screen, click and drag the entire screen.

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Helena MT 59620-2501
http://www.opi.mt.gov/

October 05, 2009 Child Count
School Year 2009-2010

School Year: 2009-2010

Coop: 9697 Prickly Pear Coop
District: 0492 East Helena Elem
School: 1465 Radley Elementary School

☐ Coop Submitted
☐ District Submitted
☐ School Submitted

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Race	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes	Edit Preschool Level of Performance
Add new students here											


Student Count = 39
☐ Check here if this school has no Special Education Students

DUE DATE: November 16, 2009

Help
Child Count Report
3,4,5 YrOlds Report
Delete
Exit

Data Entry Screen

frmSPEDDataCollectionChildCount2007andAfter : Form



Denise Juneau, Superintendent
Office of Public Instruction
PO Box 202501
Helena MT 59620-2501
<http://www.opi.mt.gov/>

October 05, 2009 Child Count
School Year 2009-2010

School Year: 2009-2010

Data that MUST be entered for any preprinted record that is not deleted: Unique Student ID, Grade, Setting of Service.

Coop: **9697** **Prickly Pear Coop**

District: **0492** **East Helena Elem**

School: **1465** **Radley Elementary School**

☐ Coop Submitted

☐ District Submitted

☐ School Submitted

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Race	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes	Edit Preschool Level of Performance
▶ 123456789	AAA	1/2/2000	F	<input type="checkbox"/>	05	4	<input type="checkbox"/>	01	<input type="checkbox"/>	SL,LD	Edit Levels
121212123	AAB	9/4/1999	M	<input type="checkbox"/>	05	5	<input type="checkbox"/>	01	<input type="checkbox"/>	LD	Edit Levels
212121321	AAC	3/28/1999	F	<input type="checkbox"/>	05	5	<input type="checkbox"/>	01	<input type="checkbox"/>	SL	Edit Levels
989898985	AAD	9/30/2001	M	<input type="checkbox"/>	05	3	<input type="checkbox"/>	01	<input type="checkbox"/>	OH	Edit Levels

Add new students here

Student Count = 39

DUE DATE: November 16, 2009

[Check here if this school has no Special Education Students](#) ☐

If a school has no students to report, click the check box here.

Add a new student by entering data here.

Help

Child Count Report

3,4,5 YrOlds Report

Delete

Exit

The **Help** button accesses help options (see page 11 for more information).

The **Report** buttons provide a list of all students who are on the data entry screen - these reports are available at any time during the data entry process (see page 12 for more information on accessing and printing Reports).

The **Delete** button will delete a student record - place your cursor anywhere in the record to be deleted and click the **Delete** button.

The **Exit** button will take the user back to the Main Menu.

The Grade, and Setting of Service fields **MUST** be entered for any preprinted student record that is not deleted. If a student's Unique State ID does not appear on the preprinted student record that must be entered as well. In addition, all preprinted data elements should be checked for accuracy and edited if necessary.

Data Elements - Definitions/Instructions

Unique State ID
999999999

Unique State ID - This is a 9-digit number that has been assigned to every student in every school in the state through the OPI's Achievement in Montana (AIM) project. The preprinted list of students that is provided in the Worksheet report and the data entry screen will be filled, as much as possible, with the AIM Unique State ID. For any preprinted student records that are not deleted and that do not have the State ID preprinted, the user must enter that State ID. Check with the district's administration for access to the State ID for these students.

Validation Check: This field cannot be left blank. The number must contain 9 digits. The number cannot be nine 9's (as shown in the example), and may not start with a "0."

Initials
First Middle Last F M L
AAA

Initials - Three initials must be entered for each student (first, middle and last). If in doubt, ask the student. If the student does not have a middle name/initial or the middle initial is unknown, use "X" for the middle initial. Initials may be entered either in upper or lower case.

Validation Check: This field cannot be left blank. The initials must contain three letters. A duplicate student (same initials, birth date, gender and race) at the same school will not be allowed unless the Duplicate Override box is checked (see Duplicate Override below).

Birthdate
Month Day Year mm/dd/yyyy
3/3/1997

Birth Date - Use the format of mm/dd/yyyy. For Child Count purposes, age will be calculated on October 5, 2009. Please double-check this date to ensure accuracy.

Validation Check: This field cannot be left blank. The birth date must calculate to show a student of at least 3 years of age, and not older than 22 years of age, on the Child Count date of October 5, 2009.

Gender
Male or Female M/F
M
F Female
M Male

Gender

M – Male
F – Female

Validation Check: This field cannot be left blank.

Duplicate Override

☐

Duplicate Override - Check this box only when there is more than one student reported under the same school with the same initials, birth date, gender and race. Twins of the same gender may fit these criteria. Check the box only once for the additional duplicate record (this will ensure a unique record for each student).

Validation Check: A student cannot be entered into the application for a school if the student has the same initials, birth date, gender and race, as a student previously reported for that school, unless the Duplicate Override box is checked for the second student.

Race

05

Race/Ethnicity - Use one of the following codes to indicate the race/ethnicity of each student (see definitions below). If race/ethnicity is unknown, enter the code that most closely appears to be correct.

01	American Indian/Alaskan Native
02	Asian
03	Hispanic or Latino
04	Black or African American
05	White, Non-Hispanic
06	Native Hawaiian or Pacific Islander

Validation Check: This field cannot be left blank. Only one race/ethnicity code may be entered for each student.

Race/Ethnicity Codes

01	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
02	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
03	Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.
04	Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
05	White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
06	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

Grade

3

Grade - This field will show as blank in the preprinted list. The data must be updated each year for each student reported. Enter the student's current grade by number or letter as follows:

PK	Pre-Kindergarten
K	Kindergarten
P1	Transition 1st
1	1st Grade
2	2nd Grade
3	3rd Grade
4	4th Grade
5	5th Grade
6	6th Grade
7	7th Grade
8	8th Grade
9	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade

pre-kindergarten (3 and 4-year-old students) = "PK"

kindergarten = "K"

pre-first grade = "P1"

first grade = "1"

...

freshman = "9"

...

Validation Check: This field cannot be left blank.

If a student is in an ungraded program, enter the grade most closely matching the student's chronological age.

NOTE: If editing the preprinted data, remember that a student who has moved from one school to another within the school district, such as moving from elementary (5th grade) to middle school (6th grade), or from middle school (8th grade) to high school (9th grade), must be removed from the school he/she was reported under in the prior year and re-entered under the school the student is currently attending.

LEP

☐

Limited English Proficient - If the student is limited English proficient (LEP), this box must be checked. See definition for LEP below.

An individual

A. who is aged 3 through 22;

B. who is enrolled or preparing to enroll in an elementary or secondary school;

C. (i) Who was not born in the United States or whose native language is a language other than English;

(ii) (I) Who is an American Indian or Alaskan Native, or a native of the outlying areas; and

(II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in our society.

Setting
of
Service

01

Setting of Service - This field will show as blank in the preprinted list and must be entered for any student not deleted from the preprinted list. These data represent the setting in which the student with disabilities has been placed for educational services. All students will have a setting of service that falls within one of the categories listed on the following pages for students ages 6-22, and students ages 3-5.

01	Regular Class
02	Part-time Special Education
03	Full-time Special Education
21	Separate Day School (public/private)
22	Residential Facility (public/private)
08	Homebound/Hospitals
09	Correctional Facilities
10	Private Schools
23	Early Childhood Setting At Least 80%
24	Early Childhood Setting From 40% to 79%
25	Early Childhood Setting Less Than 40%
26	Separate School
16	Separate Day School
15	Residential Facility
13	Home
27	Service Provider Location

Based on the age of the student, the pull-down menu for setting of service will show only those setting codes the student may be reported with (ages 6-22 or ages 3-5).

Validation Check: This field cannot be left blank. Only one setting code can be entered for each student.

A setting of service code will not be accepted if it does not conform to the age of the student on the Child Count date of October 5, 2009. Students ages 3-5 must use setting of service codes shown on pages 23-24. Students ages 6-22 must use setting of service codes shown on pages 22-23.

Setting of Service Codes

Students, Ages 6-22

Calculate Percentage of Time Inside the Regular Classroom for students ages 6-22: divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100 to find the percentage. Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Code	Name	Short Description	Full Description
01	Regular Class	Inside the regular class 80% or more of the day	Students who spend 80% or more of the school day inside the regular classroom (outside the regular classroom less than 21% of the day). Examples: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource room.
02	Part-time Special Education	Inside the regular class between 40% and 79% of the day	Students who spend no more than 79% and no less than 40% of the school day inside the regular classroom (outside the regular classroom for at least 21% but no more than 60% of the day). Examples: resource room with special education/related services provided within the resource room; or resource room with part-time instruction in a regular class. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
03	Full-time Special Education	Inside the regular class less than 40% of the day	Students who spend less than 40% of the school day inside the regular classroom (outside the regular classroom for more than 60% of the day). Examples: self-contained special classroom with part-time instruction in a regular class; or self-contained special classroom with full-time special education instruction on a regular school campus. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
21	Separate Day School (public/private)	Separate day school	Students who receive education programs in public or private separate day school facilities. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate day schools. Examples: public and private day schools; public and private day schools for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities <u>if the student does not live at the facility.</u>
22	Residential Facility (public/private)	Residential Facility	Students who receive education programs and live in public or private residential facilities during the school week. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. Examples: public and private residential schools for students with disabilities (Montana School for the Deaf and Blind); or public and private residential schools for students with disabilities for greater than 50% of the day and separate day schools or regular school buildings for the remainder of the school day. <u>Do not include students who do not live at the facility.</u>

Code	Name	Short Description	Full Description
08	Homebound/Hospitals	Homebound/Hospital	Students who receive education programs in homebound/hospital environments, including students with disabilities placed in and receiving special education and related services in hospital programs or homebound programs. <u>Do not include students with disabilities whose parents have opted to home-school them and who receive special education at public expense.</u>
09	Correctional Facilities	Correctional Facility	Students who receive special education in correctional facilities. This is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.
10	Private Schools (parentally placed)	Parentally placed in private schools	Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. <u>Do not include students who are placed in private schools by a public school district.</u>

Students, Ages 3-5

Definition for Regular Early Childhood Program (used with codes 23, 24, and 25): A program that includes at least 50 percent non-disabled children (attendance need NOT be funded by IDEA, Part B funds). **Examples:** Head Start, kindergarten, reverse mainstream classrooms (children receive special education in programs designed primarily for children with disabilities but include 50% or more children without disabilities), private preschools, preschool classes offered to a pre-kindergarten population by the public school system, and group child care.

Calculate Percentage of Time in Regular Early Childhood Program (used with codes 23, 24, and 25): The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator is the amount of time per week the child spends in a regular early childhood program PLUS any time the child spends receiving special education and related services outside of the regular early childhood program. The result is multiplied by 100. **Examples:** child attends regular early childhood program 6 hours a week and receives special education services in a separate special education program for an additional 4 hours a week (6 hours [in early childhood program] ÷ 10 hours [total in early childhood plus special ed programs] = .60 X 100 = 60% - report under code 24); child attends a regular early childhood program 6 hours a week and receives 1 hour of special education services at a service provider location and an additional half hour of services at home (6 hours [in early childhood program] ÷ 7.5 hours [total in early childhood and the two special education settings] = .8 x 100 = 80% - report under code 23); child attends a regular early childhood program for 6 hours a week and is pulled out of that environment for 2 hours each week to receive speech instruction (4 hours [in early childhood program without special education instruction] ÷ 6 hours [total in early childhood program including special education instruction] = .67 x 100 = 67%; report under code 24).

Definition for Special Education Program (used with codes 26, 16, 15): A program that includes less than 50 percent non-disabled children. Special education programs include, but are not limited to, special education and related services provided in special education classrooms, including regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, and other community-based settings.

Code	Name	Short Description	Full Description
23	Regular Early Childhood Setting (at least 80% of the time)	Regular Early Childhood program at Least 80% of the time	Children who attend an early childhood program and are in that program for at least 80% of the time. (See definition of early childhood program and instructions for calculating time in regular early childhood programs, above.)
24	Regular Early Childhood Setting (from 40% to 79% of the time)	Regular Early Childhood program from 40% to 79% of the time	Children who attend an early childhood program are in that program for no more than 79%, but no less than 40% of the time. (See definition of early childhood program and instructions for calculating time in regular early childhood programs, above.)
25	Regular Early Childhood Regular Setting (less than 40% of the time)	Regular Early Childhood program less than 40% of the time	Children who attend an early childhood program and are in that program less than 40% of the time. (See definition of early childhood program and instructions for calculating time in regular early childhood programs, above.)
26	Separate Class (Special Education Program)	Special education program in a class with less than 50% non-disabled children	Children who attend a special education program in a class with less than 50% non-disabled children. <u>Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, or 25, above.</u>
16	Separate Day School (Special Education Program)	Public or private day schools designed for children with disabilities	Children who receive education programs in public or private day schools designed specifically for children with disabilities. <u>Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, or 25, above.</u>
15	Residential Facility (Special Education Program)	Publicly or privately operated residential schools	Children who receive education programs in publicly or privately operated residential schools or residential medical facilities <u>on an inpatient basis. Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, or 25, above.</u>
13	Home	Services provided in the child's principal residence	Children who receive all their special education and related services in the principal residence of the child's family or caregivers, and do not attend an early childhood program or a special education program provided in a separate class, separate day school, or residential facility. <u>Include children who receive special education both at home and in a service provider location.</u>
27	Service Provider Location	All services received at a service provider location	Children who receive all their special education and related services from a service provider and do not attend an early childhood program or a special education program provided in a separate class, separate day school, or residential facility. Example: speech instruction provided in a private clinician's office, a clinician's office located in a school building or hospital facility on an outpatient basis, libraries or other public location.



Services Plan - Private Schools/Home Schools If the special education and related services being provided by the school are the result of a Services Plan that has been developed for a student who is enrolled in a parochial/religious or other private school or home school, by his or her parents, then all required data for the student must be provided and this column checked.

Validation Check: Private/home school student records must include all the data required of a student enrolled in the public school.

NOTE: **Child Count of Parentally Enrolled IDEA-Eligible Students Attending Elementary and Secondary Private Schools Within the School District's Boundaries** - In accordance with IDEA 2004, every public school district must conduct a child count of all IDEA-eligible students who are parentally enrolled in private schools within the public school district's boundaries. This count must include all IDEA-eligible students whether or not they are receiving special education services through a Services Plan. The child count for these students must be conducted on October 5, 2009. A copy of this count must be maintained by the public school, or the special education cooperative on behalf of its member school districts. A copy of this private school child count report will be required to be submitted when applications are made for IDEA Part B funds in spring of 2010. The Private School Child Count Form is the basis for calculating the proportionate share of Part B funds for the 2009-2010 school year. This form will not be mailed out to districts this year, but can be found on the Special Education web site (<http://www.opi.mt.gov/pdf/SpecED/Private/FY10PrivateSchoolCC.pdf>). For questions regarding this child count or questions related to the completion of the form, please call Anne Rainey at 406-444-4430.

Disability - When the user tabs to the disability code field, a disability codes screen pops up (the disability codes screen may also be opened by double clicking on the disability field). Enter the two-letter code for each of a student's identified disabilities according to the student's Evaluation Team report (formerly Child Study Team report).

Enter additional codes by using the **enter** or **tab** key to move to the next line (or click with the mouse). Exit the screen by clicking the **Close** button or by pressing the **Alt/C** keys.

NOTE: Three years ago, the criteria for Developmental Delay (DD) was implemented into Administrative Rule and school districts began identifying and reporting children ages 3-5 as having developmental delay. Child with a Disability (CW) will **no longer be an option** as a disability category. All students ages 3-5 who have been identified since October 28, 2005, (the effective date of the Administrative Rule that changed the CW disability criteria to DD) must be reported under DD. Below is the language of the Administrative Rule for DD.

10.16.3010 CRITERIA FOR IDENTIFICATION OF A CHILD AGED THREE THROUGH FIVE HAVING A DEVELOPMENTAL DELAY

(1) A student may be identified as having a developmental delay if the student is:

- (a) three, four, or five years old; and
- (b) functions at developmental level two or more standard deviations below the norm in any one area of development or 1.5 standard deviations below the norm in two or more of the following areas:
 - (i) cognitive development;
 - (ii) physical development;
 - (iii) communication development;
 - (iv) social and emotional development; or
 - (v) adaptive functioning skills.

Validation Check: This field cannot be left blank. A disability code DD (Developmental Delay) will not be accepted for a student who is 6 years or older on the date of Child Count (October 5, 2009). A disability code of CW (Child with Disabilities) will not be accepted.

DISABILITY CATEGORIES:

AU	Autism	LD	Learning Disability
CD	Cognitive Delay	OH	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DD	Developmental Delay	SL	Speech/Language Impairment
DE	Deafness	TB	Traumatic Brain Injury
ED	Emotional Disturbance	VI	Visual Impairment
HI	Hearing Impairment		

Deaf-Blindness: On-site visits to school districts have given us reason to believe that there are students who could be reported on the Child Count under the definition of deaf-blindness, but who are not so identified. If a student is identified as having deaf-blindness, additional services could be provided under Part D of IDEA '04 through the Office of Public Instruction.

The term "children with deaf-blindness" means children and youth having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that their educational needs cannot be appropriately addressed without special education and related services beyond those that would be provided for children with hearing impairments alone, visual impairments alone, or other severe disabilities.

If you would be interested in more information, please call Gail McGregor at The University of Montana Rural Institute on Disabilities, (406) 243-2348.

Preschool Level of Performance - Preschool Level of Performance data are collected on students with disabilities, between the ages of 3 and 5, reported for the first time on Child Count. The information used to complete this screen can be found on the page of the IEP titled: "Outcome Measures for 3, 4, 5, and 6-year-old children." Please enter the date of the initial assessment of the present level of performance in the three performance areas. The IEP team must rate the child's present level of functional performance in the three areas below. Based on this assessment, report the child's performance in each area on a scale of 1-7 (whole numbers only).

SPEDChildCount

Print... Close Save As Pdf

frmStudentPreSchoolOutcomeEntry : Form

Preschool Outcome Measures

The information used to complete this screen can be found on the page of the IEP titled: Outcome Measures for 3, 4, 5, and 6 year old children. Please enter the date of the initial assessment of the present level of performance in the three performance areas. The IEP team must rate the child's present level of functional performance in the three areas below. Based on assessment, rate the child's performance in each area on a scale of 1-7 (whole numbers only).

Student Initials: EMR Birthdate: 9/16/2005 Gender: F Race: White, Non-Hispanic Duplicate Flag: ☐

Entry Date:

Level of Performance

Performances

POSITIVE SOCIAL-EMOTIONAL SKILLS INCLUDING SOCIAL RELATIONSHIPS

ACQUISITION AND USE OF KNOWLEDGE AND SKILLS, INCLUDING EARLY LANGUAGE/ COMMUNICATION AND EARLY LITERACY

USE OF APPROPRIATE BEHAVIORS TO MEET INDIVIDUAL NEEDS

Entry

1 - Does not show foundational skills.
 2 - Some foundational skills, but not all the time.
 3 - Shows foundational skills, in some situations.
 4 - Some skills, but not many age-appropriate.
 5 - A mix of age appropriate skills.
 6 - Shows appropriate skills, but may not keep pace.
 7 - Functioning is considered appropriate for age.

Child Count -2010

mitted
mitted
mitted

ices an List of Disability Codes Edit Preschool Level of Performance

SL,LD Edit Levels
 LD Edit Levels
 SL Edit Levels
 OH Edit Levels
 DD

Close

The Preschool Outcome Measures data entry screen will appear when you add a new student.

Preschool Level of Performance - Data Elements

To complete the Outcomes Measures screen:

- Enter the date the child will or has already entered preschool services.
- Enter each level of performance measured at the time the child entered the program using the drop-down menu available for each skill and/or function measured (the complete list of preschool codes is below).

Once the outcome measures screen has been completed, you can close the screen using the "close" button located in the center, bottom portion of the screen. This will take you back to the data collection screen so you can continue entering additional child count data.

Rating Descriptions	
7	Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.
6	Between Completely and Somewhat. Child's functioning generally considered appropriate for his or her age, but there are some concerns about the child's functioning in this outcome area.
5	Child shows functioning expected for his or her age some of the time and/or some situations . Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child .
4	Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child .
3	Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child .
2	Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations.
1	Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors do not yet include any immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child .

Submit Data

Schools – Submittal process will submit data to the district.

School Districts that are Members of a Cooperative – Submittal process will submit data to the cooperative.

School Districts that are NOT Members of the Cooperative – Submittal process will submit data to the OPI*.

Special Education Cooperatives - Submittal process will submit data to the OPI *.

Residential Treatment Facilities – Submittal process will submit data to the OPI *.

*** The OPI considers as complete any data that are submitted to the OPI. This means that when a school submits data or when a district that is a member of a cooperative submits data, it is not considered complete by the OPI because the data must still be submitted by the next level to the OPI.**

The screenshot shows a software interface with a sidebar menu on the left containing icons and labels for 'Data Entry', 'Reports', 'Views', 'Administration', and 'Help'. The main area displays a list of options: 'Special Education Student Child Count Data Entry Form' and 'Submit Child Count Data'. An arrow points from the text on the right to the 'Submit Child Count Data' option. Below the list, the text 'Enter Special Education Student Child Count Data' is visible.

To submit Child Count data, return to the Main Menu and double click on the second menu option under the Data Entry button, **Submit Child Count Data**.

NOTE: *By submitting the data, you are certifying that the data are unduplicated and accurate.* A message will pop up during the submittal process that you must answer YES to in order to continue. No further verification will be required when submitting data electronically.

Please print out and review the data prior to submittal.

A report may be printed from the data entry screen (see instructions on page 13).

Office of Public Instruction

Special Education Child Count Data Collection

Submit Data

Submitting entire school data to your district.

PLEASE NOTE: If you are logged in as a school district, be sure all data are entered for all schools in the district prior to submittal. At both the school level and the district level, once the submittal process has been performed, the data may still be viewed, but rights to edit the data will no longer be available.

Submit

Help Exit

If you do not see the Submit button in the screen, try making the screen larger by hovering your mouse over the lower border of the screen until you see a two-sided arrow, click your mouse and drag the edge down.

Click the **Submit** button to submit all data. Review your data for accuracy prior to submittal.

REMEMBER: Once data are submitted, the reporting agency can continue to view the data, but no longer has rights to enter/edit the data.

Click the **Exit** button to return to the Main Menu.

If there are missing data or wrong data that have been entered, a validation report will be generated that will list the errors in the data. The errors must be corrected before the data can be successfully submitted. See information on Reports for instructions on how to print, and close the report (pages 12-13).

NOTE: If you are a school district, selecting the "Submit" button will submit ALL schools in your district. If you are a cooperative, selecting the "Submit" button will submit ALL member districts and their schools. Make sure all data are accurate prior to submittal.

Thank you for submitting your data through the OPI's electronic Special Education Child Count Data Collection.

We would like to hear from you. Please e-mail any comments/suggestions to Anne Rainey at arainey@mt.gov.